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ABSTRACT

This publication is intended to aid local school board members in establishing procedures and priorities for evaluating the performance of their district superintendent. Except for a brief introductory section, the entire publication consists of a model comprehensive evaluation instrument. The evaluation model is organized in two main sections, one devoted to assessing the status of the school district and the other concerned with personal evaluation of the superintendent. Section 1 offers for consideration approximately 150 criteria dealing with the following topics: administrative organization of the school district, curriculum and instruction, responsiveness to learners' needs and aspirations, employee and pupil personnel services, personnel matters, school plant planning and management, business and financial management, community relationships, and administration of the district. Section 2 contains approximately 50 criteria concerned with superintendent-board relationships, superintendent-staff relationships, superintendent-community relationships, educational leadership, business and financial management, and personal qualities of the superintendent. (JG)

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# GUIDELINES FOR EVALUATING A SUPERINTENDENT

(To Assist School Board Members in Planning and in Evaluation)

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EA 007 682

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# GUIDELINES FOR EVALUATING A SUPERINTENDENT

## INTRODUCTION

It must be remembered that much of the work of the superintendent is circumscribed by the policies of the board of education, the manner in which the board works and the resources available to the board and the district. Conversely, the effectiveness of the board is greatly affected by the quality of the work of the superintendent.

Therefore, much of the section on the evaluation of the superintendent might be looked upon as an evaluation of the joint responsibilities of the board and the superintendent. The document may also be used as a planning guide.

The manner in which these guidelines will be used will vary from district to district. They may assist school boards and superintendents in establishing their own procedure and priorities. A face-to-face discussion is probably the best procedure whether it takes place between the president of the board and the superintendent after the president has discussed the matter with the other members or at a meeting of the board as a whole and the superintendent. It is doubtful that such a procedure would be fruitful in a public meeting.

The responsibilities of a superintendent are very broad so a number of main headings have been given with a series of statements indicative of the items with which the heading deals. Boards should not expect a superintendent to act upon all of the sub-sections in one year. If, however, a fair evaluation is to take place, the board should indicate its areas of interest and priority well in advance, and request the superintendent to suggest appropriate objectives and/or projects to improve each priority area.

Since administration is both an art and a science, this instrument should not be used as the only means of evaluation.

## INSTRUCTIONS

1. Have each board member independently rate the importance of each of the items below with "1" being the highest priority and "3" being the lowest.

2. The superintendent should also be requested to indicate what he thinks his priorities should be — based upon the needs of the district. The superintendent should be encouraged to have staff involvement in developing recommended priorities.

3. Have the board members decide what is their consensus opinion on what the priority items for the superintendent should be. Because of the sensitive nature of evaluation, some boards may wish to discuss some elements in executive session.

4. Compare the priorities of the board with those the superintendent recommends. Then make any modifications that the board deems necessary.

5. In executive session, if necessary, explain the thinking of the board to the superintendent. Request the superintendent to prepare specific objectives with a time line for completing the various high priority projects. In this way you will be setting up "success criteria" for a fair and reasonable evaluation in advance. This is critical and should be done at the beginning of the evaluation period.

Please note that the list is comprehensive and in making priority assignments boards should not overload the superintendent. The list will enable the board to consider all of the major functions of the district. At the end of the evaluation period, the board should have objective, measurable evidence to show satisfactory completion of the agreed-upon success criteria.

Boards should consider setting up an evaluation schedule with at least one evaluation of the superintendent each year, preferably in November or December.

For assistance in using this document or for further information, please contact:

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| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | |
|---|---|---|
| | | **STATUS OF THE DISTRICT** |
| | | *Organization for the Administration of the School System* |
| ——— | ——— | 1. A plan for the administrative organization and structure of the entire school district has been devised which shows lines of responsibility and relationships. It provides for present and future needs of the district, and the board, superintendent, and staff are well informed concerning it. |
| ——— | ——— | 2. There is a written statement which outlines the expectations of the board in regard to the role of the superintendent in relation to staff, community, and instructional program. |
| ——— | ——— | 3. A policy exists which provides for consideration of promotion of personnel within the district as well as recruiting from outside the district. |
| ——— | ——— | 4. The roles and responsibilities of staff members have been outlined. |
| ——— | ——— | 5. The present administrative assignments encourage harmonious relationships among various segments of the school system. |
| ——— | ——— | 6. The superintendent holds regularly-scheduled meetings with his administrative staff. |
| ——— | ——— | 7. The superintendent has made provision for direct two-way communication with the teaching and classified staff. |
| ——— | ——— | 8. A detailed budget is provided for the administration and supervision of the entire certificated and classified staff. |
| ——— | ——— | 9. Provision is made for periodic evaluation of the administrative and supervisory staff. |
| ——— | ——— | 10. Teachers' assignments to grade and/or subject matter are based upon their competency to instruct at the assigned grade level and/or particular subject field. |
| ——— | ——— | 11. Custodial and maintenance staff exists for the maintenance of school facilities as a part of the environment conducive to learning. |
| ——— | ——— | 12. The business functions of the district are performed by qualified personnel. |
| ——— | ——— | 13. Clerical help is provided to relieve professional staff of non-professional functions. |
| | | *Curriculum and Instruction* |
| ——— | ——— | 1. The community, students and teachers are involved in developing and updating the philosophy, goals, and objectives at the district level and at each school site. |
| | | 2. Written board policy exists on the subject of: |
| ——— | ——— | a. Educational philosophy, goals, and objectives. |
| ——— | ——— | b. Teaching of controversial issues. |
| ——— | ——— | c. The selection of instructional materials. |
| ——— | ——— | d. The review of instructional materials, the use of which has been questioned by any individual or group. |
| ——— | ——— | e. Evaluation of programs and students on a periodic basis at the school district and site levels. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | |
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| | | 3. Time is provided at board meetings for the discussion of curriculum and instruction, including: |
| ___ ___ ___ | ___ ___ ___ | a. Planning. |
| ___ ___ ___ | ___ ___ ___ | b. Implementation. |
| ___ ___ ___ | ___ ___ ___ | c. Evaluation of programs. |
| ___ ___ ___ | ___ ___ ___ | 4. There is a plan for keeping the community informed concerning the program of instruction and plans for its improvement. |
| ___ ___ ___ | ___ ___ ___ | 5. The superintendent takes an active leadership role in the development and improvement of the program of instruction. |
| ___ ___ ___ | ___ ___ ___ | 6. Provision is made for staff involvement in the continuous development and improvement of the program of instruction. |
| | | 7. The budget makes provision for the improvement of the instructional program through: |
| ___ ___ ___ | ___ ___ ___ | a. Adequate funds for supplies and instructional aids. |
| ___ ___ ___ | ___ ___ ___ | b. Teacher participation in curriculum revision by released time and/or compensation for extra time spent. |
| ___ ___ ___ | ___ ___ ___ | c. Provision for instituting pilot studies of experimental courses and new teaching techniques. |
| ___ ___ ___ | ___ ___ ___ | d. Provision for consultant services, when necessary. |
| ___ ___ ___ | ___ ___ ___ | e. Provision for library services. |
| | | 8. The curriculum requirements of the educational code have been: |
| ___ ___ ___ | ___ ___ ___ | a. Met. |
| ___ ___ ___ | ___ ___ ___ | b. Exceeded. |
| | | 9. Provision is made for the continuous appraisal and evaluation of the instructional program in terms of the district's goals and objectives through use of some of the following methods: |
| ___ ___ ___ | ___ ___ ___ | a. A testing program which measures pupil achievement. |
| ___ ___ ___ | ___ ___ ___ | b. Accreditation of individual school by accreditation services. |
| ___ ___ ___ | ___ ___ ___ | c. Professional consultants from outside the district. |
| ___ ___ ___ | ___ ___ ___ | d. Reports on graduates' performances. |
| ___ ___ ___ | ___ ___ ___ | e. Analysis of dropout rates and causes. |
| | | 10. Provision is made for improving the quality of teaching through: |
| ___ ___ ___ | ___ ___ ___ | a. Analysis of the district's ability to recruit teachers. |
| ___ ___ ___ | ___ ___ ___ | b. Analysis of the ability of the district to retain teachers. |
| ___ ___ ___ | ___ ___ ___ | c. Analysis of the reasons for teacher turnover. |
| ___ ___ ___ | ___ ___ ___ | d. Analysis of teacher assignment in conformance with competency. |
| ___ ___ ___ | ___ ___ ___ | e. Recognition of outstanding teacher performance by outside agencies. |

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| ___ ___ ___ | ___ ___ ___ | 11. There is a planned program to effect coordination of the instructional program between various grade levels and between elementary, high school, and college levels (vertical articulation), and between the various disciplines at the same grade level (horizontal articulation). |
| ___ ___ ___ | ___ ___ ___ | 12. A system has been devised for the governing board to establish program priorities. |
| | | *Responsiveness to Each Learner's Needs and Aspirations* |
| ___ ___ ___ | ___ ___ ___ | 1. Provision is made for instructional processes appropriate to the individual learner. |
| ___ ___ ___ | ___ ___ ___ | 2. Alternative educational programs are available to students. |
| ___ ___ ___ | ___ ___ ___ | 3. There is joint educational planning and evaluation by the teacher, student, and parent. |
| ___ ___ ___ | ___ ___ ___ | 4. Periodic student-teacher-parent conferences are held. |
| ___ ___ ___ | ___ ___ ___ | 5. Students are granted and practice the fundamental rights which are expressed in the Constitution and laws. |
| ___ ___ ___ | ___ ___ ___ | 6. A humane environment which maximizes student motivation for learning and individual expression has been established. |
| ___ ___ ___ | ___ ___ ___ | 7. Students and parents are guaranteed easy access to the individual student's personnel records. |
| ___ ___ ___ | ___ ___ ___ | 8. Parent visitation and assistance to the instructional staff at school is encouraged. |
| ___ ___ ___ | ___ ___ ___ | 9. Administrators and staff initiate and invite home-school contacts, and provide opportunities for parent input. |
| ___ ___ ___ | ___ ___ ___ | 10. There is clarification of the roles and responsibilities of the home as it relates to the school and the instructional program. |
| ___ ___ ___ | ___ ___ ___ | 11. Each school provides a climate of caring, trust, and respect for all students. |
| ___ ___ ___ | ___ ___ ___ | 12. There is evidence of school-community cohesiveness, as well as continuous academic and social growth for the student. |
| | | *Employee and Pupil Personnel Services* |
| | | 1. Written policy exists concerning both certificated and classified staff regarding: |
| ___ ___ ___ | ___ ___ ___ | a. Salaries. |
| ___ ___ ___ | ___ ___ ___ | b. Leaves of absence. |
| ___ ___ ___ | ___ ___ ___ | c. Attendance at educational conferences. |
| ___ ___ ___ | ___ ___ ___ | d. Evaluation of performance. |
| ___ ___ ___ | ___ ___ ___ | 2. Employees are involved in the formulation of policies which directly concern them. |
| ___ ___ ___ | ___ ___ ___ | 3. Board policies are readily available to all members of the staff. |
| ___ ___ ___ | ___ ___ ___ | 4. Communication has been established between the superintendent and all employees. |
| ___ ___ ___ | ___ ___ ___ | 5. Provision is made for the complaints of employees to be heard and subsequent action to be taken. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | | |
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| ___ ___ ___ | ___ ___ ___ | 6. | Employee representation is encouraged and welcomed at board meetings. |
| ___ ___ ___ | ___ ___ ___ | 7. | Written personnel records are kept for all members of the staff. |
| | | 8. | Pupil personnel services are provided for all students and complete and usable permanent records are kept in the areas of: |
| ___ ___ ___ | ___ ___ ___ | | a. Attendance and welfare. |
| ___ ___ ___ | ___ ___ ___ | | b. Counseling and guidance. |
| ___ ___ ___ | ___ ___ ___ | | c. Health. |
| ___ ___ ___ | ___ ___ ___ | | d. Testing program — individual ability, achievement, vocational aptitude. |
| | | *Personnel — The Superintendent* | |
| ___ ___ ___ | ___ ___ ___ | 1. | Has organized an active program for personnel recruitment that ranges beyond the immediate area as far as is necessary to provide a competent, well-balanced staff. |
| ___ ___ ___ | ___ ___ ___ | 2. | Has provided for a systematic check of the references of all likely candidates for vacancies or prospective vacancies. |
| ___ ___ ___ | ___ ___ ___ | 3. | Interviews top applicants for key positions, such as principals or assistant superintendents, before recommending them to the board for appointment. |
| ___ ___ ___ | ___ ___ ___ | 4. | Recommends for employment the best candidate without regard to race, creed, or national origin. |
| ___ ___ ___ | ___ ___ ___ | 5. | Arranges for the systematic evaluation of all non-tenure teachers by at least two responsible administrators. |
| ___ ___ ___ | ___ ___ ___ | 6. | Arranges for the systematic evaluation of tenure teachers by responsible administrators. |
| ___ ___ ___ | ___ ___ ___ | 7. | Provides advice and assistance and a reasonable opportunity for improvement, within the limitations imposed by the law, to all teachers receiving an unsatisfactory evaluation. |
| ___ ___ ___ | ___ ___ ___ | 8. | Recommends in accordance with the law for dismissal or reassignment any employee, tenure or probationary, who has been evaluated as unsatisfactory after the employee has been given assistance and an opportunity to improve but still fails to meet the standards of the district. |
| ___ ___ ___ | ___ ___ ___ | 9. | Has shown such judgment in recommending candidates for employment during the last three years that not more than 5 percent of them have had to be released or replaced because of dissatisfaction with their job performance. |
| ___ ___ ___ | ___ ___ ___ | 10. | Arranges for a written record of the job performance of every teacher who leaves the system to be placed in the file to be used as the basis for an official resource for reference requests. |
| ___ ___ ___ | ___ ___ ___ | 11. | Provides a program for continuing growth and professional development of teachers and principals that encourages improvement. |
| ___ ___ ___ | ___ ___ ___ | 12. | Supports his staff while demanding their best efforts. |
| ___ ___ ___ | ___ ___ ___ | 13. | Accepts ultimate responsibility for the staff's decisions and performance. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | | |
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| ___ ___ ___ | ___ ___ ___ | 14. | Provides training for new leaders to replace principals and other key staff members who may retire or leave for any cause. |
| ___ ___ ___ | ___ ___ ___ | 15. | Has provided for his own temporary replacement in case of calamity. |
| ___ ___ ___ | ___ ___ ___ | 16. | Has the confidence and respect of his staff. |
| ___ ___ ___ | ___ ___ ___ | 17. | Avoids frequent overriding of subordinates. |
| ___ ___ ___ | ___ ___ ___ | 18. | Provides for the systematic evaluation of all principals, other administrators and non-teaching professionals by appropriate administrators which is revealed to the employee. |
| ___ ___ ___ | ___ ___ ___ | 19. | Meets regularly at least once a month with principals and other key administrators. |
| ___ ___ ___ | ___ ___ ___ | 20. | Makes himself available to staff and private citizens alike within the limitations imposed by his complex duties. |
| ___ ___ ___ | ___ ___ ___ | 21. | Has engendered a team spirit among the staff in their approach to educational problems. |
| ___ ___ ___ | ___ ___ ___ | 22. | Develops and makes use of adequate lines of communication with the staff. |
| ___ ___ ___ | ___ ___ ___ | 23. | Meets and confers with representatives of the teachers in accordance with the Winton Act. |
| | | | *School Plant Planning and Management* |
| ___ ___ ___ | ___ ___ ___ | 1. | School facilities are adequate to meet student enrollment and to provide an environment conducive to learning. |
| ___ ___ ___ | ___ ___ ___ | 2. | There is evidence of long-range planning for new sites and facilities where needed. |
| ___ ___ ___ | ___ ___ ___ | 3. | A plan has been developed for the acquisition of sites as needed. |
| ___ ___ ___ | ___ ___ ___ | 4. | Recognition has been given to the need for sufficient administrative personnel to keep abreast of the changes taking place in school design and construction in accordance with the educational needs of the district. |
| ___ ___ ___ | ___ ___ ___ | 5. | Educational specifications are prepared by the district staff in accordance with the educational philosophy of the district and the policies of the board to guide the architect. |
| ___ ___ ___ | ___ ___ ___ | 6. | The staff is involved in the plans for new facilities. |
| ___ ___ ___ | ___ ___ ___ | 7. | The board reviews the plans of the architect at various stages in their development. |
| ___ ___ ___ | ___ ___ ___ | 8. | School plants are well maintained by the staff. |
| ___ ___ ___ | ___ ___ ___ | 9. | School plants are efficiently utilized by the staff. |
| ___ ___ ___ | ___ ___ ___ | 10. | There is a planned program of preventive maintenance. |
| | | | *Business and Financial Management* |
| ___ ___ ___ | ___ ___ ___ | 1. | The current income of the district meets the needs of the total program. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | |
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| | | 2. The business functions of the district are efficiently managed: |
| ___ ___ ___ | ___ ___ ___ | a. The purchase and delivery of supplies is efficient and provides materials for instruction and plant maintenance when needed. |
| ___ ___ ___ | ___ ___ ___ | b. Accounting procedures are in line with recommended accounting practices. |
| | | c. Control over expenditures is safeguarded. |
| ___ ___ ___ | ___ ___ ___ | (1) Funds of the district are committed only by the board of education. |
| ___ ___ ___ | ___ ___ ___ | (2) A system of requisitions and purchase orders is used for all purchasing. |
| ___ ___ ___ | ___ ___ ___ | (3) Information regarding the system is made available to all employees and deviation from the established procedure is not tolerated. |
| ___ ___ ___ | ___ ___ ___ | 3. Management of the business affairs of the district is directed toward serving rather than controlling the instructional program. |
| ___ ___ ___ | ___ ___ ___ | 4. The budget is planned in terms of educational priorities. |
| ___ ___ ___ | ___ ___ ___ | 5. The district maintains reserves for contingencies. |
| ___ ___ ___ | ___ ___ ___ | 6. Expenditures for unbudgeted items are authorized only after a review of total expenditures and other unmet needs. |
| ___ ___ ___ | ___ ___ ___ | 7. An insurance program is provided. |
| ___ ___ ___ | ___ ___ ___ | 8. The budget is presented to the board in a manner which promotes its full understanding. |
| ___ ___ ___ | ___ ___ ___ | 9. The superintendent makes full use of the teachers and other staff members in developing pertinent budget items. |
| ___ ___ ___ | ___ ___ ___ | 10. The superintendent shares with the board his own priorities on various budget items and amounts. |
| ___ ___ ___ | ___ ___ ___ | 11. The superintendent provides the board with at least bimonthly reports on the operating budget accounts. |
| | | *Community Relationships* |
| | | 1. Written board policy governs the relationship of board and staff with mass media — newspapers, television, radio: |
| ___ ___ ___ | ___ ___ ___ | a. Designates who shall be spokesman for the district. |
| ___ ___ ___ | ___ ___ ___ | b. Encourages checking of facts with the district, and district cooperation to make all facts available. |
| | | 2. A planned program to improve school-community relations is in effect including such things as: |
| ___ ___ ___ | ___ ___ ___ | a. Newsletters or bulletins for parents. |
| ___ ___ ___ | ___ ___ ___ | b. School programs and exhibits. |
| ___ ___ ___ | ___ ___ ___ | c. Speeches before community groups. |
| ___ ___ ___ | ___ ___ ___ | d. Citizen involvement in study of specific school problems. |
| ___ ___ ___ | ___ ___ ___ | e. Encouragement of PTA. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | |
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| — — — | — — — | f. Regularly-scheduled reports by the staff on various aspects of the instructional program at board meetings. |
| — — — | — — — | g. A cooperative relationship with news media. |
| — — — | — — — | h. Cooperation with other community agencies such as the planning commission, city council, family service agency, etc. |
| — — — | — — — | 3. Written board policy outlines the channeling of complaints, criticisms, and concerns of the community for study and action. |

*Superintendent's Administration of the School District*

1. As an administrator, the superintendent:

| | | |
|---|---|---|
| — — — | — — — | a. Distinguishes between prime problems and trivialities. |
| — — — | — — — | b. Plans his own time so that matters of greatest importance are dealt with thoroughly. |
| — — — | — — — | c. Has organized the staff so that appropriate decision-making may take place at various levels as contrasted with most decisions being made at the superintendent's level. |
| — — — | — — — | d. Periodically reviews and reorganizes staff duties and/or responsibilities to take full advantage of the staff's special competencies. |
| — — — | — — — | e. Has encouraged systemization such that all significant activities or duties are performed regularly or administered promptly. |
| — — — | — — — | f. Encourages research and creativity among employees. |
| — — — | — — — | g. Informs the board and general public in an annual report or in a series of reports of the state of the public schools. |
| — — — | — — — | h. Provides the board with a written agenda at least two days before each board meeting. |

## PERSONAL EVALUATION OF THE SUPERINTENDENT

*Relationship with the Board — The Superintendent*

| | | |
|---|---|---|
| — — — | — — — | 1. Keeps the board informed on issues, needs, and operation of the school system. |
| — — — | — — — | 2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis. |
| — — — | — — — | 3. Interprets and executes the intent of board policy. |
| — — — | — — — | 4. Seeks and accepts constructive criticism of his work. |
| — — — | — — — | 5. Supports board policy and actions to the public and staff. |
| — — — | — — — | 6. Has a harmonious working relationship with the board. |
| — — — | — — — | 7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations. If the recommendation is questioned by the board, he finds another person to recommend. |
| — — — | — — — | 8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | | |
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| ___ ___ ___ | ___ ___ ___ | 9. | Accepts his responsibility for maintaining liaison between the board and personnel working toward a high degree of understanding and respect between the staff and the board and the board and the staff. |
| ___ ___ ___ | ___ ___ ___ | 10. | Remains impartial toward the board, treating all board members alike. |
| ___ ___ ___ | ___ ___ ___ | 11. | Refrains from criticism of individual or group members of the board. |
| ___ ___ ___ | ___ ___ ___ | 12. | Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board in an earnest effort to resolve such difference immediately. |
| ___ ___ ___ | ___ ___ ___ | 13. | Feels free to maintain his opposition to matters under discussion by the board until an official decision has been reached, after which time he subordinates his own views to those of the board as long as he remains in its employ. |
| | | | *Community Relationships* |
| ___ ___ ___ | ___ ___ ___ | 1. | Gains respect and support of the community on the conduct of the school operation. |
| ___ ___ ___ | ___ ___ ___ | 2. | Solicits and gives attention to problems and opinions of all groups and individuals. |
| ___ ___ ___ | ___ ___ ___ | 3. | Develops friendly and cooperative relationships with news media. |
| ___ ___ ___ | ___ ___ ___ | 4. | Participates actively in community life and affairs. |
| ___ ___ ___ | ___ ___ ___ | 5. | Achieves status as a community leader in public education. |
| ___ ___ ___ | ___ ___ ___ | 6. | Works effectively with public and private agencies. |
| | | | *Staff and Personnel Relationships* |
| ___ ___ ___ | ___ ___ ___ | 1. | Develops and executes sound personnel procedures and practices. |
| ___ ___ ___ | ___ ___ ___ | 2. | Develops good staff morale and loyalty to the organization. |
| ___ ___ ___ | ___ ___ ___ | 3. | Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties. |
| ___ ___ ___ | ___ ___ ___ | 4. | Delegates authority to staff members appropriate to the position each holds. |
| ___ ___ ___ | ___ ___ ___ | 5. | Recruits and assigns the best available personnel in terms of their competencies. |
| ___ ___ ___ | ___ ___ ___ | 6. | Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation. |
| ___ ___ ___ | ___ ___ ___ | 7. | Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement. |
| ___ ___ ___ | ___ ___ ___ | 8. | Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the district. |
| ___ ___ ___ | ___ ___ ___ | 9. | At the direction of the board, meets and confers with the negotiating council, representing to the best of his ability and understanding the interest and will of the board. |
| | | | *Educational Leadership* |
| ___ ___ ___ | ___ ___ ___ | 1. | Understands and keeps informed regarding all aspects of the instructional program |
| ___ ___ ___ | ___ ___ ___ | 2. | Implements the district's philosophy of education. |

| YOUR CHOICE 1 2 3 | BOARD'S DECISION 1 2 3 | |
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| ___ ___ ___ | ___ ___ ___ | 3. Participates with staff, board, and community in studying and developing curriculum improvement. |
| ___ ___ ___ | ___ ___ ___ | 4. Organizes a planned program of curriculum evaluation and improvement. |
| ___ ___ ___ | ___ ___ ___ | 5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community. |
| ___ ___ ___ | ___ ___ ___ | 6. Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards. |
| | | *Business and Finance* |
| ___ ___ ___ | ___ ___ ___ | 1. Keeps informed on needs of the school program — plant, facilities, equipment, and supplies. |
| ___ ___ ___ | ___ ___ ___ | 2. Supervises operations, insisting on competent and efficient performance. |
| | | 3. Determines that: |
| ___ ___ ___ | ___ ___ ___ | a. Funds are spent wisely. |
| ___ ___ ___ | ___ ___ ___ | b. Adequate control and accounting are maintained. |
| ___ ___ ___ | ___ ___ ___ | 4. Evaluates financial needs and makes recommendations for adequate financing. |
| | | *Personal Qualities* |
| ___ ___ ___ | ___ ___ ___ | 1. Defends principle and conviction in the face of pressure and partisan influence. |
| ___ ___ ___ | ___ ___ ___ | 2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. |
| ___ ___ ___ | ___ ___ ___ | 3. Earns respect and standing among his professional colleagues. |
| ___ ___ ___ | ___ ___ ___ | 4. Devotes his time and energy effectively to his job. |
| ___ ___ ___ | ___ ___ ___ | 5. Demonstrates his ability to work well with individuals and groups. |
| ___ ___ ___ | ___ ___ ___ | 6. Exercises good judgment and the democratic processes in arriving at decisions. |
| ___ ___ ___ | ___ ___ ___ | 7. Possesses and maintains the health and energy necessary to meet the responsibilities of his position. |
| ___ ___ ___ | ___ ___ ___ | 8. Maintains poise and emotional stability in the full range of his professional activities. |
| ___ ___ ___ | ___ ___ ___ | 9. Is customarily suitably attired and well groomed. |
| ___ ___ ___ | ___ ___ ___ | 10. Uses English effectively in dealing with staff members, the board, and the public. |
| ___ ___ ___ | ___ ___ ___ | 11. Writes clearly and concisely. |
| ___ ___ ___ | ___ ___ ___ | 12. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner. |
| ___ ___ ___ | ___ ___ ___ | 13. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting. |
| ___ ___ ___ | ___ ___ ___ | 14. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts and meeting with other superintendents. |

COMMENTS: _____

SIGNED: _____
(President of the Board)

_____
(Superintendent)

DATE: _____